

Ghost Hill Infant and Nursery School
Progression of Writing Knowledge and Skills

	Nursery	Reception	Year 1	Year 2
Instructions	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>I can show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can use numbers or bullet points to order.</p> <p>I can use imperative verbs. E.g. spread.</p> <p>Sentences do not include pronouns and are written impersonally.</p>	<p>I can use numbers or bullet points to order.</p> <p>I can use imperative verbs. E.g. spread.</p> <p>Sentences do not include pronouns and are written impersonally.</p> <p>I can use simple adverbs e.g. quickly, slowly.</p> <p>I can use simple noun phrases e.g. long stick.</p>

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Recounts- Diary entries, experiences, sports reports.	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>I can show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can write in the first person.</p> <p>I can write in the past tense.</p> <p>I can group ideas together to create a time sequence.</p> <p>I can use simple connectives.</p>	<p>I can write in the first person.</p> <p>I can write in the past tense.</p> <p>I can group ideas together to create a time sequence.</p> <p>I can use simple noun phrases.</p> <p>I can use simple adverbs.</p> <p>I can use a subject verb.</p>

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Non-Chronological reports	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>I can show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can group ideas together for similarity.</p> <p>I can attempt writing in the third person.</p> <p>I can use simple connectives.</p>	<p>I can group ideas together for similarity.</p> <p>I can attempt writing in the third person.</p> <p>I can use simple noun phrases.</p> <p>I can use simple adverbs.</p> <p>I can use some modal verbs.</p> <p>I can include a brief introduction and conclusion.</p>

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Letters	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>I can show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can group sentences in time sequence.</p> <p>I can write sentences using simple pronouns and connectives.</p>	<p>I can write a brief introduction and conclusion.</p> <p>I can write in the past tense.</p> <p>I can use some modal verbs.</p> <p>I can use simple adverbs.</p> <p>I can use simple noun phrases.</p>

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Persuasion	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>I can show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can group ideas together.</p> <p>I can write in the first person.</p> <p>I can use simple connectives.</p>	<p>I can write a brief introduction and conclusion.</p> <p>I can write in the present tense.</p> <p>I can group my ideas.</p> <p>I can use some modal verbs.</p> <p>I can use simple adverbs.</p> <p>I can use simple noun phrases.</p> <p>I can use ambitious adjectives.</p> <p>I can use a rhetorical question.</p>

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Biography	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>I can show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can group my ideas together in time order.</p> <p>I can write in the first person.</p> <p>I can write in the past tense.</p> <p>I can write with 1 or a group of participants in mind e.g. I/we.</p> <p>I can use simple connectives.</p>	<p>I can write a brief introduction and conclusion.</p> <p>I can group ideas together.</p> <p>I can write in chronological order and use connectives that signal time.</p> <p>I can write in the past tense.</p> <p>I can use modal verbs.</p> <p>I can use simple adverbs.</p> <p>I can use simple noun phrases.</p>

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Balanced Argument	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can write in the first person.</p> <p>I can group ideas together for similarity.</p> <p>I can use simple connectives.</p>	<p>I can write a brief introduction & conclusion.</p> <p>I can write in an impersonal style.</p> <p>I can organise the main ideas for my argument into groups.</p> <p>I can include some modal verbs, e.g. should , would.</p> <p>I can use simple adverbs for time e.g. yesterday, last week.</p> <p>I can use rhetorical questions.</p> <p>I can use simple noun phrases e.g. angry Dad</p> <p>I can use ambitious adjectives to grab the readers attention.</p>

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Newspaper	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can begin to describe what has happened.</p> <p>I can attempt to write in the third person.</p> <p>I can group sentences in time sequence.</p> <p>I can use simple connectives to construct simple sentences. e.g. and, but, then.</p>	<p>I can include a brief introduction & conclusion.</p> <p>I can write in the past tense.</p> <p>I can organise the main ideas into groups.</p> <p>I can use sequencing techniques – time related -words.</p> <p>I can include a photo with a caption.</p> <p>I can use some modal verbs.</p> <p>I can use simple adverbs e.g. yesterday, today.</p> <p>I can use simple noun phrases e.g. red shoes.</p>

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Stories	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can signal the beginning or end of a narrative e.g. one day.</p> <p>I can group ideas together for similarity.</p> <p>I can attempt to write in the third person. e.g. The wolf was hiding.</p> <p>I can write in the appropriate tense. (mainly with consistency) e.g. Goldilocks was... Jack is...</p> <p>I can use simple sentences that start with a pronoun & verb e.g. He went home.</p> <p>I can use simple connectives e.g. but, then. so</p>	<p>I can organise my sentences in chronological order and use time related words. E.g Finally</p> <p>I can divide the narrative into sections and might mark these by paragraphs.</p> <p>I can use connections between sentences and make reference to characters e.g. Peter and Jane/ they.</p> <p>I can use connections between sentences and they indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p> <p>I can include subject/verb sentences. e.g. He was... They were...</p> <p>I can use simple connectives.</p> <p>I can use speech- like expressions in dialogue e.g. Chill out!</p> <p>I can use simple adverbs e.g. quickly, slowly.</p>

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Punctuation	<p>I can make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>I can sometimes give meaning to my drawings and paintings.</p> <p>I ascribe meanings to signs, symbols and words that I see in different places, including those I make myself.</p> <p>I include mark making and early writing in play.</p> <p>I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>I can begin. to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed;</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p>I can use spaces to separate words.</p> <p>I can begin to use full stops.</p> <p>I can begin to use exclamation marks.</p> <p>I can use capital letters for start of sentence, names, personal pronouns.</p> <p>I can read words with contractions.</p>	<p>I can use spaces that reflect the size of the letters.</p> <p>I can use full stops correctly.</p> <p>I can use question marks correctly.</p> <p>I can use exclamation marks correctly.</p> <p>I can use capital letters correctly.</p> <p>I can use apostrophes for contractions.</p> <p>I can use possessive apostrophes for singular nouns.</p> <p>I can use commas to separate items in lists.</p>

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